

School Performance Plan

School Name

KNUDSON, K.O. MS

Address (City, State, Zip Code, Telephone):

2400 ATLANTIC STREET

LAS VEGAS, NV 89104, 7027997470

Superintendent/Region
Superintendent:

Jesus Jara / Debbie Brockett

For Implementation During The Following Years:

2021-2022

The Following MUST Be Completed:

Title I Status:

Served

Designation:

atsi

Grade Level Served:

Middle School

Classification:

3 Star

NCCAT-S:

Review

***1 and 2 Star Schools Only:**

Please ensure that the following
documents will be available upon request

☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Rocio Franco	Parent	Amanda Hicks	Parent
Destiny Jones	Parent	Jarvis Jones	Parent
Yolanda Lowry	Librarian	Stacey O'Brien	Teacher
Susan Sancrant	Support Staff	Amy Symes	Teacher
Melissa Carrizzo	Assistant Principal	Lezlie Koepp	Principal
Michael Martin	Assistant Principal	Elijah Hicks	Student
Steve Gaskill	Teacher	LaDarius Smith	Teacher

Catherine Chin	Teacher		
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COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	AMAOs/ELPA Analysis	Achievement Gap Data
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	Time in ELL Program/Projected Time to Proficiency	IEP Team Membership/Attendance
Stakeholder Survey Information	Placement (Proficiency Levels)	IEP Compliance
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Overview

2020-2021 Demographic Data

K.O. Knudson Middle School serves ____ students. This demographic data is consistent with past years. The ethnicity breakdown is below from Datalab as of DATE: ____

Asian or Pacific Islander a%

Black b%

Caucasian c%

Hispanic d%

Multiracial e%

Native American f%

Native Hawaiian or Other Pacific Islander g%

This school supports 8.92% of students with IEP's and 18.29% EL students at this time.

K.O. Knudson Middle School State Assessment Results:

ELA Summative Assessment Results: 17-18 18-19 20-21

Overall Proficiency 46.31% 50.32%

Asian or Pacific Islander 64.52% 67.57%

Black 32.20% 41.46%

Caucasian 61.11% 74.42%

Hispanic 44.21% 46.19%

Multiracial 62.75% 69.64%

Native American 5.000% 33.33%

Native Hawaiian or Other Pacific Islander 57.14% 44.44%

Grade 6 45.80% 48.84%

Grade 7 48.70% 51.66%

Grade 8 44.29% 53.13%
 IEP 13.27% 16.16%
 EL 6.17% 7.29%

Special Note: Due to the Covid-19 Pandemic, State Assessments were not completed for the 2019-2020 school year.

Data Analysis (ELA Summative Assessments):

For the 2018-2019 school year, our ELA department performed 3.32% above District proficiency rates and showed growth in all grade levels. With the exception of the Asian and Special Education subgroups, all of our subgroups met or exceeded their 2019 Measured Interim Progress goals in ELA. Our Asian and Special Education subgroups did not meet their Measures of Interim Progress (MIP) for two consecutive years indicating a need to focus in this area. However, it should be noted that both subgroups did show growth with Asian students increasing in ELA proficiency by 3.05% and our special education subgroup showing a 2.89% increase in ELA proficiency. Additionally, though the ELL subgroup met their ELA MIP goal, their Adequate Growth Percentile dropped 15.9% to 22.1% for the 2018-2019 school year.

Math Summative Assessment Results 17-18 18-19 20-21

Overall Proficiency 25.00% 24.86%
 Asian or Pacific Islander 48.39% 43.24%
 Black 11.02% 14.63%
 Caucasian 31.75% 43.08%
 Hispanic 24.72% 21.98%
 Multiracial 29.41% 41.82%
 Native American 0% 0%
 Native Hawaiian or Other Pacific Islander 42.86% 11.11%
 Grade 6 27.41% 27.017%
 Grade 7 21.56% 25.51%
 Grade 8 26.05% 21.61%
 IEP 6.19% 6.12%
 EL 4.42% 2.43%

Special Note: Due to the Covid-19 Pandemic, State Assessments were not completed for the 2019-2020 school year.

Data Analysis (Math Summative Assessments):

Though our overall proficiency for the 2018-2019 school year was below the district average of 30.6%, several subgroups showed growth including Black (3.61%), Caucasian (11.33%), and English Language Learners (0.36%). It should be noted that our Two or More Races subgroup met their Measured Interim Progress (MIP) Goal and exceeded District averages for proficiency.

Positive Statements/Trends:

For the 2018-2019 school year, our ELA department performed 3.32% above District proficiency rates and showed growth in all grade levels. Several subgroups showed growth in mathematics including Black (3.61%), Caucasian (11.33%), and English Language Learners (0.36%). The successes in these areas can be contributed to strong Professional Learning Teams and regular collaboration time.

Areas of Concern/Opportunity:

Study of historical data shows that our Black, Hispanic, Special Education and FRL subgroups continue to struggle in mathematics proficiency. Furthermore, our Special Education students are consistently below acceptable levels in mathematics and ELA proficiency, mathematics and ELA AGP and are not closing their opportunity gaps at an appropriate rate. As a result, we will continue the use of MAP assessment results that drive instruction, Kagan structures, and job-embedded professional learning supports for staff. We plan to monitor the usage and implementation of MAP more closely in the school year. Goals and action steps address the above areas of opportunity.

Prioritized Needs:

Through participation in the NCCAT-S process during fall of 2018-2019, it was determined that the following indicators are considered to be of highest priority based on Index and Rubric Scores:

- 1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.
- 2.3 All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.
- 3.7 School leadership ensures that all professional development is focused on improving student achievement.

Interim Needs Assessment:

Through the needs assessment conversation and analysis of data, KO Knudson Middle School has determined the needs previously identified during the full needs assessment conducted during the 2018-2019 school year still exist. As we have not made the anticipated progress, action steps in the SPP have been updated to refine our efforts in addressing these needs.

HOPE 2 Intervention

Focus of Intervention:

The basis of the program will be directed at keeping students in schools and their education intact despite behavioral concerns. Each grade level has a behavioral interventionist who meets with students to develop a Restorative Justice Plan prior to administrative discipline referrals. This way, root causes are explored and addressed at an early stage of behavioral issues. In-House Suspension and STAR-ON is utilized prior to suspensions for disciplinary infractions. This program will offer students the opportunity to stay on campus and be educated through their regular classroom curriculum by a STAR-ON Instructor. This represents a monumental shift in that students will no longer be at home with a packet of work. The students will be on campus, so their education will continue despite their behavior. Students in the STAR-ON program will receive assistance through the intervention curriculum, counseling sessions, and guest speakers. Additionally, we have implemented a positive behavioral program to reward students for appropriate behavior versus focusing only on punitive consequences for poor choices.

Monitoring Plan:

Upon students return to the class, data will be collected through Infinite Campus focused on deans' office recidivism rates and attendance. This data will continue to be monitored even after the students exit out of STAR-ON/TDP. Also, in the students' PAWS classes, teachers will utilize Guidance Logs through Google Forms which will also be tracked by both teachers and administration. Furthermore, the PBIS team meets weekly to review trend data and quickly address potential issues.

Evaluation Plan:

Determine if the frequency of behaviors decrease.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase the percent of all students proficient in ELA from ___% in 2020-2021 to 60.6% by the end of 2021-2022 school year as measured by state summative assessments.

Root Causes:

More ELL strategies should be incorporated into all classrooms to ensure success for all students.

Measurable Objective 1:

Increase the percent of students scoring above the 60th percentile in ELA from ___% (fall) to ___% (winter) to 60.6% (spring) as measured by MAP Growth Assessment.

Measurable Objective 2:

Increase the percentage of ASF students meeting or exceeding growth projections in ELA from ___% (winter) to ___% (spring) as measured by MAP Growth Assessment.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
Staff will receive professional development on differentiated instruction, strategic grouping techniques, and intervention planning.	ELL Funding: PD in ELL Strategies / WIDA Interpretation, Substitutes for ELL Instructional Walks, MAPS license, Imagine Learning, Student Success Advocate position, and Extra Duty Pay for Afterschool Tutoring. Strategic Budget: Learning Strategist preparation period, Read 180 License PD on Strategic Groupings, Differentiated Instruction, and Interventions / Accommodations, Substitutes and Extra Duty Pay for Collaboration time: PLCs, Departments, CC teachers, and Extra Duty Pay for Afterschool Homework Club Title I: Reading Plus license, additional instructors for classroom reduction ASF: Staffing to provide Tier II and Tier III interventions	Professional Development agendas; Department Meeting summaries; PLC reports; ELMS transcripts; ELL and IEP evidence binders; lesson plans; student work samples; teacher observations and administrative conference notes; increased ReadingPlus and MAPs Lexile Levels report; increased WIDA proficiency; and increased SBAC proficiency.	Professional Development trainings will occur throughout the year including during professional development days; weekly PLC meetings; monthly department meetings; quarterly collaboration time for data review and intervention planning; quarterly ELL Instructional Walks; weekly Classroom Observations / Conferences. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, and Teachers.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and ReadingPlus, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	FACES Classes Extra-Duty Pay for after-school parent classes and translation services Resources for Parent Engagement Center Technology.	School communications; website; review of teacher online learning platforms such as Google Classrooms; Infinite Campus communication logs; Parent Engagement Calendars; Sign-In Sheets; and Agendas and Evaluations. Title I: licensed extra-duty pay for translating services for parent engagement events and resources; an extra hour daily for support staff to provide support in the dean's office for behavior and attendance.	Administration, Parent Engagement Coordinator, teachers, and counselors.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
All teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. Students will be identified for differentiated instruction and intervention strategies based on current MAP Growth and SBAC testing data. Teachers will focus on respective content-area academic standards related to deficiencies identified in MAP and SBAC assessments as they identify areas for students' academic growth. In addition, a focus will be placed on college and career readiness standards through teacher-created Student Learning Goals as part of Professional Learning Communities, school-wide instructional discourse strategies, and rigorous academic planning. Finally, seven teacher positions will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	Title I Funds: Learning Strategist preparation period to assist teachers with intervention and classroom accommodations; additional teaching positions for class size reduction in Core Academic Subjects; extra-duty pay for tutoring; extra-duty pay for homework club and intensive tutoring; extra-duty pay for quarterly collaboration time for data review and intervention planning.	Strategic Grouping indicated in seating charts; Tutoring Referral tracking; Weekly PAWs Log Submission; PLC Reports; Intervention Plan Submission; Curriculum map; lesson plans; student work samples; teacher observations and administrative conference notes; increased ReadingPlus and MAPS Lexile Levels report; increased WIDA proficiency; and increased SBAC proficiency. Title I: Teachers for class size reduction (7)	Differentiated Instruction indicated in weekly Lesson Plans; Daily use of Strategic Grouping; Tutoring referrals; Weekly PAWs mentoring; Weekly PLCs to review data and adjust instruction; Quarterly Individual Intervention Plans; Weekly collaborative lesson plans for Cooperating teachers; Parent conferences will be scheduled as needed for struggling students. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, teachers and counselors.	N/A

Comments:

1.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase the percent of all students proficient in mathematics from ____% in 2020-2021 to 45.6% by 2021-2022 as measured by state summative assessments.

Root Causes:

Teachers need strategic professional development for strategies that will increase rigor and provide differentiated instruction to meet the needs of the school's diverse learners.

Measurable Objective 1:

Increase the percent of students scoring above the 60th percentile in mathematics from ____% (fall) to ____% (winter) to 45.6% (spring) as measured by MAP growth assessment.

Measurable Objective 2:

Increase the percentage of ASF students meeting or exceeding growth projections in mathematics from ____% (winter) to ____% (spring) as measured by MAP Growth Assessment.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.	ELL Funding: PD in ELL Strategies / WIDA Interpretation, Substitutes for ELL Instructional Walks, , MAPS license, Reading Horizons license, Student Success Advocate position, and Extra Duty Pay for Afterschool Tutoring. Strategic Budget: Learning Strategist preparation period, ALEKS License, PD on Strategic Groupings, Differentiated Instruction, and Interventions / Accommodations, Substitutes and Extra Duty Pay for Collaboration time: PLCs, Departments, CC teachers, and Extra Duty Pay for Afterschool Homework Club Title I: Additional instructors for classroom reduction ASF: Staffing to provide Tier II and Tier III interventions	Professional Development agendas; Department Meeting summaries; PLC reports; ELMS transcripts; ELL and IEP evidence binders; lesson plans; student work samples; teacher observations and administrative conference notes; increased ALEKS and MAPs proficiency Levels report; increased SBAC proficiency.	Professional Development trainings will occur throughout the year including during professional development days; weekly PLC meetings; monthly department meetings; quarterly collaboration time for data review and intervention planning; quarterly ELL Instructional Walks; weekly Classroom Observations / Conferences. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, and Teachers.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom, ALEKS and MAP Accelerator, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	FACES Classes Extra-Duty Pay for after-school parent classes and translation services Resources for Parent Engagement Center Technology.	School communications; website; review of teacher online learning platforms such as Google Classrooms; Infinite Campus communication logs; Parent Engagement Calendars; Sign-In Sheets; and Agendas and Evaluations. Title I: licensed extra-duty pay for translating services for parent engagement events and resources; an extra hour daily for support staff to provide support in the dean's office for behavior and attendance.	Administration, Parent Engagement Coordinator, teachers, and counselors.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.6, 2.3, 3.7	
All teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. Students will be identified for differentiated instruction and intervention strategies based on current MAP Growth and SBAC testing data. Teachers will focus on respective content-area academic standards related to deficiencies identified in MAP and SBAC assessments as they identify areas for students' academic growth. In addition, a focus will be placed on college and career readiness standards through teacher-created Student Learning Goals as part of Professional Learning Communities, school-wide instructional discourse strategies, and rigorous academic planning. Finally, seven teacher positions will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	Title I Funds: Learning Strategist preparation period to assist teachers with intervention and classroom accommodations; additional teaching positions for class size reduction in Core Academic Subjects; extra-duty pay for tutoring; extra-duty pay for homework club and intensive tutoring; extra-duty pay for quarterly collaboration time for data review and intervention planning.	Strategic Grouping indicated in seating charts; Tutoring Referral tracking; Weekly PAWs Log Submission; PLC Reports; Intervention Plan Submission; Curriculum map; lesson plans; student work samples; teacher observations and administrative conference notes; increased ALEKS and MAPS Lexile Levels report; increased WIDA proficiency; and increased SBAC proficiency. Title I: Teachers for class size reduction (6)	Differentiated Instruction indicated in weekly Lesson Plans; Daily use of Strategic Grouping; Tutoring referrals; Weekly PAWs mentoring; Weekly PLCs to review data and adjust instruction; Quarterly Individual Intervention Plans; Weekly collaborative lesson plans for Cooperating teachers; Parent conferences will be scheduled as needed for struggling students. RESPONSIBLE POSITIONS: Administration, SSA & ELL department, Learning Strategist, Department Chairs, teachers and counselors.	N/A

Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I and Parent Involvement Set-Aside	\$424,130	Teachers for class size reduction (7); an extra hour daily for support staff to provide support in the Student Success office.	Goals 1 and 2
HOPE 2	\$63,500	Support Staff for on-site STAR ON program, teacher and counselor prep buyouts to support academics and behavior interventions, PBIS materials and resources.	Goals 1 and 2
Academic Support Funds	316,680.00	Teachers for class size reduction (4)	Goals 1 and 2
Strategic Budget	6,666,093.62	Staffing, Instructional Materials, Services, and Professional Development	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

K.O. Knudson is a magnet school that holds multiple events for the community, educators and parents attend in order to support the students and the vision. We ensure our website is current and accurate providing specific information that will attract highly qualified teachers who are interested in working with students by teaching NACS through the arts and technology. Through our staff's attendance and presenting at national conferences, we have expanded out networking so that we can attract teachers from throughout the country. There is a strong sense of collaboration among the staff and a desire for students to achieve excellence. Because of this, a panel approach is utilized when interview prospective employees. This year a focus is on promoting our school's programs and creating community partnerships so that we can attract a high caliber of teachers who are enthusiastic in what they teach.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

We invite and encourage parents to attend the evening academic events such as Arts Integration nights, Multicultural events, and performances that highlight learning in a way that students can demonstrate. Monthly PTA and PAC meetings review the school's data and discuss the vision of the school. Classroom visits are regularly scheduled so parents have the opportunity to observe their child in class. We have an active PTA that meets regularly and collaborates with staff on how to provide resources to increase learning. Several Spanish translators are available during community events as well as on campus during school hours to assist parents. Communications sent home are sent in both English and Spanish. Parents are able to access current information regarding student grades and attendance through the Infinite Campus Parent Portal. Departments offer parent trainings covering utilization of programs such as ALEKS, Reading Plus, and the WIDA exam including supplemental resources to ensure their child is on grade level. As we are a one-to-one device school, parents have access to technology at home to assist their child with assignments as well as to communicate with the school. With the implementation of AB 394, parents will have an even greater voice in the vision and processes of the school. Teachers have expressed a desire to have on-site Spanish classes to assist them with parent communication as well as translation resources such as iPad apps. This year we have re-opened our parent engagement center allowing parents access to bilingual assistance and parenting classes throughout the school day.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Counselors meet with students several times a year to develop an academic plan and revise it as needed depending on academic progress and student interest. In addition to participating in Magnet Fairs and Community events, we have a Magnet Open House in the fall for students to visit K.O. and participate in the programs and learn about the programs and curriculum. We also offer shadow days where potential students can attend classes at K.O. for the day in order to fully understand our offerings. For our 8th grade students, we offer several Audition Prep days that allow them a chance to prepare for Magnet High School auditions with the assistance of an experienced instructor. Additionally, we organize a campus visit to our feeder neighborhood high school so that 8th graders can explore options prior to course selection. We sponsor multiple high school recruitment presentations. Our Magnet teachers collaborate with the high school performing arts magnets so that our students are exposed to the expectations of high school students. Most recently, we have established a relationship with both feeder high schools to ensure 6-12 academic alignment as well as two-way involvement in school events.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

There are a variety of ways to allow teachers a voice in the vision of the school. The School Improvement Team is open to any staff member wishing to participate. This team utilizes data to develop goals, action steps and resources needed that is then funded by the school budget. Additionally, Department Chairs meet regularly with administration and are solicited for input on the needs of the department. Regular Department and PLC Meetings allow for staff collaboration and communication. During this time, use of programs such as SBAC Interims, MAPS, Aleks, and Reading Plus are reviewed and data analyzed. SOT meetings are open to the public and input is encouraged. Additionally, a Diverse Learners cadre has been established encouraging teacher leaders in instruction to share their knowledge with the staff as a whole.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

All resources are used to move students forward academically. The focus is on increasing rigor in the classroom and using data to drive instruction. Supports such as strategic staffing to allow for reduced classroom sizes as well as the PAWS program that is designed to individual monitor and mentor students are used. Professional development opportunities align with federal, district and school-wide mandates. Frequent classroom observation and teacher conferences ensure that each teacher is effective and interventions such as tutoring and RTI intervention strategies are provided for students who are struggling. In addition to seeking community partners in order to supplement services, the school plans to establish a grant writing committee.

Plan for improving the school climate

Goal:

Reduce Chronic Absenteeism from ___% in 2020 - 2021, as measured by CCSD Datalab, to ___% in 2021 - 2022 as measured by the 2021 - 2022 NSPF report.

Action Plan: How will this plan improve the school climate?

Parents will be encouraged to become involved in the school through use of a parent interest survey, classroom websites and communication, access to the Parent Engagement Center and regular communication by a weekly "K.O. Parent Bulletin". The school community will participate in Positive Behavioral Interventions and Supports through use of PBIS structures throughout campus as well as parent education initiatives. Communications regarding behavioral and academic statistics will be sent out to staff monthly to increase communication among all parties. Our Parent Engagement Center will offer bilingual parenting classes and one-on-one assistance throughout the school day and during evening presentations. The development of a Restorative Justice Program will encourage students to modify their behavior to reduce disciplinary referrals, improve attendance and identify root causes early so that supports can quickly be provided. Staff will make weekly calls home on students with excessive absences and provide additional interventions as needed. Teachers will be provided supports allowing them not only classroom materials, but time to plan and increase both academic rigor and student achievement including quarterly planning days. Additionally, quarterly grade level House Meetings will be initiated to determine common expectations of students and consistent practices among staff to increase a positive school environment. An increase of student celebrations will recognize student effort and encourage a growth mindset.

Monitoring Plan: How will you track the implementation of this plan?

Implementation of this plan will be monitored by the following: Weekly PBIS meetings to review major / minor discipline data; Grade Level Houses will meet quarterly to identify key concerns and review set goals; Attendance in the Parent Engagement Center will be tracked; Weekly PAWS reports; and Infinite Campus attendance summary reports.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

When the 2021 - 2022 NSPF report is published, we will determine if our goal has been met.

APPENDIX A - Professional Development Plan

1.1

Staff will receive professional development on differentiated instruction, strategic grouping techniques, and intervention planning.

Goal 1 Additional PD Action Step (Optional)

2.1

Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and ReadingPlus, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom, ALEKS and MAP Accelerator, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of all students proficient in ELA from ___% in 2020-2021 to 60.6% by the end of 2021-2022 school year as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of students scoring above the 60th percentile in ELA from ___% (fall) to ___% (winter) to 60.6% (spring) as measured by MAP Growth Assessment.
- Increase the percentage of ASF students meeting or exceeding growth projections in ELA from ___% (winter) to ___% (spring) as measured by MAP Growth Assessment.

Status

N/A

Comments:
1.1 Professional Development:
1.2 Family Engagement:
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year	End-of-Year
1.1	Staff will receive professional development on differentiated instruction, strategic grouping techniques, and intervention planning.	N/A
Progress		
Barriers		
Next Steps		
1.2	The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom and ReadingPlus, will be provided through the a partnership with the CCSF DEEDS department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	N/A

Progress		
Barriers		
Next Steps		
1.3	All teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. Students will be identified for differentiated instruction and intervention strategies based on current MAP Growth and SBAC testing data. Teachers will focus on respective content-area academic standards related to deficiencies identified in MAP and SBAC assessments as they identify areas for students' academic growth. In addition, a focus will be placed on college and career readiness standards through teacher-created Student Learning Goals as part of Professional Learning Communities, school-wide instructional discourse strategies, and rigorous academic planning. Finally, seven teacher positions will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of all students proficient in mathematics from ____% in 2020-2021 to 45.6% by 2021-2022 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of students scoring above the 60th percentile in mathematics from ____% (fall) to ____% (winter) to 45.6% (spring) as measured by MAP growth assessment.
- Increase the percentage of ASF students meeting or exceeding growth projections in mathematics from ____% (winter) to ____% (spring) as measured by MAP Growth Assessment.

Status
N/A

Comments:
2.1 Professional Development:
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	Staff will receive professional development on differentiated instruction, strategic grouping techniques and intervention planning.	N/A
Progress		
Barriers		
Next Steps		

2.2	The school will increase parent engagement in student learning. Staff will send home weekly missing assignment alerts and contact parents of struggling students at least once a quarter. A common online learning platform such as Google Classroom will be utilized for weekly lesson plans and assignments so that parents can be actively involved in their child's education. PBIS structures will be followed by all staff. Parent conferences will be scheduled as needed for struggling students. A translator will be provided at all parent events and communications from the school will be done in both English and Spanish. Monthly parent trainings and informational meetings as well as support for accessing online information including but not limited to Infinite Campus, Google Classroom, ALEKS and MAP Accelerator, will be provided through the a partnership with the CCSD FACES department. Extra hour, daily, for support staff to provide support in the dean's office for behavior and attendance intervention through parent contact.	N/A
Progress		
Barriers		
Next Steps		
2.3	All teachers will embed differentiated instruction and intervention strategies for all non-proficient students into each lesson. Students will be identified for differentiated instruction and intervention strategies based on current MAP Growth and SBAC testing data. Teachers will focus on respective content-area academic standards related to deficiencies identified in MAP and SBAC assessments as they identify areas for students' academic growth. In addition, a focus will be placed on college and career readiness standards through teacher-created Student Learning Goals as part of Professional Learning Communities, school-wide instructional discourse strategies, and rigorous academic planning. Finally, seven teacher positions will be purchased with Title I funds to provide class-size reduction so that teachers can provide more differentiated instruction for all students.	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status

N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		